

Pupil Premium 2020-2021

School's Pupil Premium grant allocation amount

This document provides information about the Pupil Premium Funding allocation for the academic year 2020-2021. Funding received by Kennel Lane School will be used to enable us to provide identified learners with additional support and resources. This is in addition to any funding the learner may receive to support their special educational needs.

The range of provision that will be covered for learners:-

- Facilitating learners access to education
- Facilitating learners access to broader curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention
- Facilitate individual learner development

Total number of learners on roll at September 2019	198
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<p>All LA – including Bracknell Forest, Hampshire, Southwark and Windsor and Maidenhead</p> <p>Total number of learners eligible for Pupil Premium Funding;</p> <ul style="list-style-type: none"> • 29 Primary Free School Meals (£1345) • 36 Secondary Free School Meals (£955) • 1 Primary Ever 6 (£1345) • 5 Secondary Ever 6 (£955) • 9 Service Children (£310) • 5 Looked After Children (£2,345) <p>Please note all Looked After Children and Post Looked After Children funding is held by the VHT (Virtual Head Teacher)</p>	<p>£39,005.00</p> <p>£34,380.00</p> <p>£4,775.00</p> <p>£7,480.00</p> <p>£2,790.00</p> <p>£11,725.00</p>
Total	£100,155.00

The main barriers to educational achievement faced by eligible pupils at the school

Kennel Lane School is committed to ensuring its learners have the best possible outcomes for when they transition into adult life. The school places communication, literacy skills, numeracy skills and independence at the heart of the curriculum and recognises that for all learners, regardless of ability, reaching their full potential may be dependent on communication, literacy skills, numeracy skills and independence. Therefore, Kennel Lane School will use the Pupil Premium Funding on raising attainment in these priority areas.

Over the last few years Kennel Lane School recognises that an increasing number of our learners are suffering from mental health issues some of which are related to historical events outside of the school.

How we will spend the school's Pupil Premium to overcome the barriers and the reasons for our approach

Action	Rationale	Impact
To continue to offer individualised resources for learners, which are targeted to raise attainment towards EHCP outcomes.	Learners at Kennel Lane have specific and individualised needs, outlined in their EHCPs. All resources ordered must be to support with progress towards one or more of their EHCP outcomes.	
Specific Pupil Premium learners to have their own iPads	<p>There is a need for more iPads due to the development of some learners meaning they are now able to access and will benefit from an iPad, as well as new learners joining Kennel Lane School.</p> <p>Soft data has shown that iPads have promoted access to other areas of the curriculum, through the use of ICT. All iPads to have applications on to support learning including Grid 2 Player to support learners with their communication needs.</p>	
Outdoor gym equipment	<p>Outdoor gym equipment offers a repetitive motion with a low impact action, which is proven to be a great release of energy for those with learning difficulties. Encouraging specific learners to use this fitness equipment outside has the benefit of combining exercise with fresh air, making classroom time more productive and improving mental wellbeing and self-esteem.</p> <p>This equipment will also be useful for selected learners in meeting their sensory needs.</p>	
Sensory activity boxes for complex needs learners	Learners with most complex needs across the school (EYFS, KS1 and Woodlands Hub) learn best though doing and exploring. All learners will have a sensory activity box linked to their termly topic. This will provide part of their remote learning offer should	

	they need to isolate or there be a wider school closure.	
Protective coverings for Library books to allow them to be taken home.	Research has shown that low income families have less educational resources at home, including books. The librarian will be covering certain paperback books so that they can go home and come back to school without being damaged. This will allow learners to have access to a variety of books and continue to promote a love of reading.	
To continue offering Additional Literacy as an individualised intervention for learners eligible for Pupil Premium.	To ensure a gap does not develop between the progress made by Pupil Premium learners and their peers in Literacy, including Read Write Inc. Specific Pupil Premium learners will receive targeted Additional Literacy support based on Read Write Inc. data to enable them to access the English curriculum and other curriculum subjects.	
The new whole-school Maths leader will lead weekly sessions for individual or small groups of learners who need to be stretched and challenged.	To ensure Pupil Premium learners are being stretched to reach their full potential in Numeracy. Specific Pupil Premium learners will receive targeted Additional Numeracy support based on gaps in their learning.	
To continue offering Music Therapy as an individualised intervention for learners eligible for Pupil Premium.	Music Therapy has been successful in school in accomplishing individual goals within a therapeutic approach by a professional who has completed an approved therapy program. This has been considerably successful in school in supporting young people to deal with their feelings when they cannot put them into words.	
To offer ELSA (Emotional Literacy Support Assistants) as an individualised intervention for learners eligible for Pupil Premium in both the Primary and Secondary department.	ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework. ELSAs will target specific Pupil Premium learners, in the Primary and Secondary department, to	

	<p>understand their emotions and respect the feelings of those around them. This academic year, further colleagues will need to be trained to ensure there is ELSA support within each 'bubble'.</p>	
<p>To offer Play Therapy as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Play Therapy has been successful in accomplishing individual goals within a therapeutic relationship by a professional who has completed an approved therapy program. This has been considerably successful in supporting young people to deal with their feelings and come to terms with historic events, including domestic abuse.</p>	
<p>To offer a counselling programme through Youthline as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Counselling will give specific Pupil Premium learners the opportunity to deal with their feelings (including significant mental health issues resulting in self-harm) and/or to come to terms with historic events, including different types of abuse. By addressing these fundamental issues learners will be ready to engage in learning.</p>	
<p>To offer Lego Therapy as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Lego Therapy will give specific Pupil Premium learners opportunities to communicate, and understand, their feelings on particular topics. As well as this, learners will develop many skills such as verbal and non- verbal communication, joint attention and concentration, sharing and turn taking, as well as collaborative problem solving. Research shows that Lego Therapy has a positive impact on young people with autism in regards to improved social skills and play skills.</p>	
<p>To provide Chess for learners eligible for Pupil Premium.</p>	<p>Chess will encourage specific Pupil Premium learners to follow rules and techniques, exercising both sides of the brain. Research shows that playing chess has many positives, such as, increased problem solving, encouraging</p>	

	independence, improved memory and concentration. Learners will improve these core skills through Chess, which they can transfer to their learning across the curriculum.	
To offer individual or small group Outdoor Learning sessions for learners eligible for Pupil Premium.	Pupil Premium learners are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. Another staff member has now been employed as an Outdoor Learning Leader for learners in the Woodlands Hub.	
Specific Pupil Premium learners to have access to Personal Training sessions weekly.	A small group of girls had access to in-house personal training sessions last year. Interest has been expressed to begin this again, with the main aim to improve self-esteem. Exercise improves mental health by reducing anxiety, depression, and negative mood and by improving self-esteem and cognitive functions. Exercise has also been found to alleviate symptoms such as low self-esteem and social withdrawal.	
To provide workshops, from external providers, around themes which support development in emotional and / or mental wellbeing.	Through interactive workshops, Pupil Premium learners will be able to reflect on their own social, emotional and mental health needs and be able to trial any suggested strategies.	

How the effect of the Pupil Premium will be measured -

The impact of the Pupil Premium will be measured in the following ways;

Hard data	Soft data
Progress towards EHCP Outcomes	Lesson Observations

Progress towards TALENTS learning journey targets Assessment criteria, relevant to each individual on Earwig Attendance data from Sims Behaviour incidents monitored through Sleuth	Learning Walks Book checks Therapist Reports Learner Voice Staff feedback
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Dates for review

- 01st March 2021 – Mid-year Earwig data
- 01st May 2021 – Spring Term Earwig data
- 01st October 2021 – End-of-year data

For the previous academic year 2019-20

How the Pupil Premium allocation was spent and the effect of the expenditure on eligible Pupil Premium learners and other learners

School partially closed on the 17th March due to COVID-19. As a result of this, the provisions below were only able to run up until this time.

Action	Rationale	Impact
To continue to offer individualised resources for learners, which are targeted to raise attainment towards EHCP outcomes.	Learners at Kennel Lane have specific and individualised needs, outlined in their EHCPs. All resources ordered must be to support with progress towards one or more of their EHCP outcomes.	Individualised resources have had a positive impact on learning and attainment, which has been seen through soft data, such as learning walks, learner voice and staff feedback.
To continue offering Additional Literacy as an individualised intervention for learners eligible for Pupil Premium.	To ensure a gap does not develop between the progress made by Pupil Premium learners and their peers in Literacy, including Read Write Inc. Specific Pupil Premium learners will receive targeted Additional Literacy support based on Read Write Inc. data to enable them to access the English curriculum and other curriculum subjects.	Learners made good or better progress towards their targets in their Individual Literacy Plans (ILPs), with the vast majority being 'achieved'. Secondary Pupil Premium learners continue to be referred for Additional Literacy where a gap between their progress and that of their peers needs 'diminishing'.
To continue to offer Additional Numeracy as an individualised	To ensure a gap does not develop between the progress made by Pupil Premium learners and	Secondary Pupil Premium learners continue to be referred for Additional Numeracy where a gap

<p>intervention for learners eligible for Pupil Premium.</p>	<p>their peers in Numeracy. Specific Pupil Premium learners will receive targeted Additional Numeracy support based on gaps in their data to enable them to access the Mathematics curriculum and other curriculum subjects.</p>	<p>between their progress and that of their peers needs 'diminishing'.</p> <p>Next academic year, the new Maths subject leader will be offering 1-1 or small group tutoring to stretch the most able Pupil Premium learners in Maths.</p>
<p>To continue offering Music Therapy as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Music Therapy has been successful in school in accomplishing individual goals within a therapeutic approach by a professional who has completed an approved therapy program. This has been considerably successful in school in supporting young people to deal with their feelings when they cannot put them into words.</p>	<p>The Music Therapist's reports suggest that all learners attending sessions are benefiting from this additional support. The general impact within the reports is that it provided each learner with a space to self-regulate, to develop spontaneous play, social interaction, use of vocal sounds to enhance communication and improved ability to initiate interactions in a positive way. Individual reports have more information on the impact for individuals.</p> <p>Staff feedback was that following a Music Therapy session each learner returned back in a calm state, ready to engage in learning.</p>
<p>To offer ELSA (Emotional Literacy Support Assistants) as an individualised intervention for learners eligible for Pupil Premium in both the Primary and Secondary department.</p>	<p>ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework.</p> <p>ELSAs will target specific Pupil Premium learners, in the Primary and Secondary department, to understand their emotions and respect the feelings of those around them. The sessions will provide the time and space for these learners to think about their personal circumstances and how they manage them so that they are ready to engage in learning.</p>	<p>This year, a greater number of both Primary and Secondary learners have had access to ELSA due to more staff being trained. The caseload has included learners with Social, Emotional and Mental Health Needs who have joined us from a different school, and the ELSA support given has been crucial to ensure a successful start to Kennel Lane School.</p> <p>Learners find this a useful outlet to have and soft data shows that following the sessions learners are ready to go back into class and engage in learning.</p>

<p>To offer Play Therapy as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Play Therapy has been successful in other schools in accomplishing individual goals within a therapeutic relationship by a professional who has completed an approved therapy program. This has been considerably successful in other schools in supporting young people to deal with their feelings and come to terms with historic events, including domestic abuse.</p>	<p>The impact of this provision has been noticed by class teams as well as parents / carers. Learners are more confident and articulate in expressing their feelings. A reduction of anxiety for some learners has also been noticed. Some individuals are working towards longer term goals, and will continue with Play Therapy next year, therefore the impact of this cannot yet be measured.</p>
<p>To offer a counselling programme through Youthline as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Counselling will give specific Pupil Premium learners the opportunity to deal with their feelings (including significant mental health issues resulting in self-harm) and/or to come to terms with historic events, including different types of abuse. By addressing these fundamental issues learners will be ready to engage in learning.</p>	<p>The impact of this intervention is difficult to measure due to feedback being confidential between the counsellor and the learner accessing it. One learner chose to continue her Youthline remotely during the period of school closure (COVID-19).</p>
<p>To offer regular Nurture groups for learners who are: work refusers, displaying low-level behaviour and have low Boxall profile scores.</p>	<p>Nurture groups will run 4 afternoons a week with roughly 7 learners. Learners focus on emotional literacy (recognising, understanding and managing emotions), social skills and friendships, life skills; planning, budgeting, cooking, road safety, self-esteem. The mind up programme will also be followed which focus on the brain, reactions and emotions, including strategies around being calm and mindful.</p>	<p>All learners made progress towards their Social, Emotional and Mental Health, as per their Boxall profiles. One school refuser came back in to school full time. Two learners who had previously chosen to 'opt out' of certain class activities engaged with greater interest in class, following a Nurture session. The challenging behaviour of one learner decreased, both during Nurture sessions and when they returned to class.</p>
<p>Specific Pupil Premium learners to have their own iPads.</p>	<p>Pupil Premium iPads were ordered in 2015 for some Pupil Premium learners. Since this time there is a need for more iPads due to the development of some learners meaning they are now able to access and will benefit from an iPad, as well as new learners joining Kennel Lane School. Soft data has shown that iPads have promoted access to other areas of the curriculum through the use of ICT. All iPads to have applications on to support learning including Grid 2</p>	<p>More iPads have been ordered for a greater number of Pupil Premium learners. Soft data (learning walks, staff feedback) shows that the iPads are not being used effectively. The Functional Use of ICT lead, alongside the QTA who supports with this role, will spend time next academic year supporting class staff in how to use the iPad effectively, improving outcomes for learners.</p>

	Player to support learners with their communication needs.	
To provide Chess for learners eligible for Pupil Premium.	Chess will encourage specific Pupil Premium learners to follow rules and techniques, exercising both sides of the brain. Research shows that playing chess has many positives, such as, increased problem solving, encouraging independence, improved memory and concentration. Learners will improve these core skills through Chess, which they can transfer to their learning across the curriculum.	<p>All learners learnt to play the game in good spirit. Some learners showed great improvement in sportsmanship and play.</p> <p>This year, learners who had learnt Chess last academic year had the opportunity to teach new learners the game, thereby improving their communication and leadership skills.</p> <p>Chess tables and pieces were ordered for those learners who expressed an interest to have a Chess table to play at home.</p>
To offer individual or small group Outdoor Learning sessions for learners eligible for Pupil Premium.	Pupil Premium learners are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. Another staff member has now been employed as an Outdoor Learning Leader for learners in the Woodlands Hub.	<p>This year we were fortunate to have an Outdoor Learning Leader for Primary, Secondary and the Woodlands Hub.</p> <p>Outdoor learning opportunities have been provided within the school environment. Pupil Premium learners have engaged well in their one-to-one sessions and this is evidenced by the lack of and reduction in Sleuths for negative behaviours.</p>
Specific Pupil Premium learners to have access to Personal Training sessions weekly.	<p>A small group of girls had access to in-house personal training sessions a few years ago. Interest has been expressed to begin this again, with the main aim to improve self-esteem.</p> <p>Exercise improves mental health by reducing anxiety, depression, and negative mood and by improving self-esteem and cognitive functions. Exercise has also been found to alleviate symptoms such as low self-esteem and social withdrawal.</p>	All girls engaged positively with the personal training sessions.

<p>Specific Pupil Premium learners have access to offsite Nurture related activities which supports and addresses their social, emotional and / or mental wellbeing.</p>	<p>Nurture is a specific element of the TALENTS curriculum. Pupil Premium learners, whom the majority have social, emotional and mental health issues, benefit from a Nurture approach.</p> <p>The part time member of the Support and Intervention Team has researched outdoor related activities. Pupil Premium learners, specifically those who are beginning to disengage with education, will access sessions weekly.</p>	<p>This did not go ahead due to Risk Assessment barriers and then COVID-19 which meant we were unable to go offsite, followed by the early closure of school.</p>
<p>Gardening club for specific learners</p>	<p>In line with Key Priority 1 of the SDP, which focuses on the introduction of 'nurture' as a specific element of the Kennel Lane School curriculum to support learners with social, emotional and mental health issues, the Gardening Club focuses on outdoor experiences which include both elements from the Nurture approach and also targets identified from learners' Boxall Profile assessments.</p>	<p>An increase in achievement of learner's social, emotional and mental health TALENTS journey targets as well as increased knowledge/ development of horticultural skills which can be built on in Secondary.</p>

Data highlighting the impact of the allocation on eligible Pupil Premium learners compared to other learners

All Pupil Premium learners made progress towards achieving their EHCP Outcomes, as per their TALENTS journeys.

For the academic year, 2020-2021, learner's progress towards their TALENTS journey targets and other relevant assessment criteria will be tracked through Earwig.